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ABSTRACT

Programs that have enhanced the teaching profession are described, as part of a competition sponsored by the American Association of State Colleges and Universities (Showcase for Excellence Project). Member institutions of the association developed program models in seven categories requiring initiatives and innovation in the teaching profession. Brief descriptions of winning programs at 17 colleges and universities are provided, along with the name of the contact person and the telephone number. The programs are grouped by category: (1) attracting more talented students as majors in the field of education; (2) developing more innovative curricula in teacher preparation programs; (3) strengthening relationships with local school districts; (4) building and sustaining new strategies for involving the entire university in teacher preparation programs and enhancing the institutional climate for teaching and learning; (5) creating new strategies for ensuring the quality of education graduates; (6) initiating innovative applied research projects in education and disseminating the findings to schools and other campuses; and (7) discovering new ways of training teachers to deal with disadvantaged youth. (SW)

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AASCU SHOWCASE FOR EXCELLENCE PROJECT
July 27, 1985
Philadelphia, Pennsylvania

PROGRAM WINNERS

Category #1 -- "Attracting More Talented Students as Majors in the Field of Education"

A special honors program at the University of South Florida, called SCATT (Sun Coast Area Teacher Training Program), is designed to attract talented students to the teaching profession and to foster in them and others a positive attitude of appreciation and commitment to the profession. Students in SCATT are provided a variety of experiences that extend beyond the range of their regular program; these include workshops, seminars, field experiences and a full-time internship. Surveys have shown that over 90 percent of program graduates are employed within one semester of graduation.

Contact: University of South Florida (Tampa, Florida)
Bob Allen 813/974-2181

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Category #2 -- **"Developing More Innovative Curriculums in Teacher Preparation Programs"**

The **"Field-Centered Single Subject Credential Program" at California State University, Stanislaus, gives student teachers an opportunity to fully integrate teaching theory and practice.** During the one-year program, students study theory in class, then try the theory in the field. Being field-based permits close interaction between public school and university personnel. One university professor who oversees each field-centered program serves as the liaison between the school district and the university.

Contact: California State University, Stanislaus

Richard Sezbok 209/667-3131

Features of the **EXCEL program** at **Ball State University** have been **incorporated into teacher education programs across the country.** The program provides opportunities for students to become acquainted with the responsibilities and challenges of teaching early in their university years as a means of helping them decide whether teaching is really the vocational decision for them. **Research has found that EXEL graduates experience significantly less stress and burnout than non-participants once they begin teaching professionally. The EXCEL project in 1973 was given a "Distinguished Achievement Award for Excellence in Teacher Education"** by the American Association of Colleges for Teacher Education.

Contact: Ball State University (Muncie, Indiana)

Robert Linson 317/285-1633

Eastern Michigan University's "Preservice Elementary Teacher Education Program in Science" is an innovative curriculum which **requires teacher-trainees to complete courses in each of the four major areas of science - biology, chemistry, earth science and physics.** Prior to the program, many elementary school graduates had no preparation in either chemistry or physics. The program blends teaching methodology with course content; thus the trainee is learning how to teach science while studying the subject.

Contact: Eastern Michigan University (Ypsilanti, Michigan)

Kathleen Tinney 313/487-4400

Category #3 -- "Strengthening Relationships with Local School Districts"

PolyNet is an **"electronic classroom without walls"** begun by **California State Polytechnic University, Pomona** in 1984 to strengthen the link between public secondary schools and the university and to provide a cost-effective way of sharing resources so that quality in public schools could be maintained. Broadcast simultaneously to the eight participating high schools by satellite are video and audio signals of an instructor teaching directly to the camera in the television studio classroom. **What sets the system apart from standard broadcast television is the live audio interaction between the teacher in the studio classroom and the students in their respective classrooms. Some 20 schools will be involved in PolyNet by the fall of 1985.** The university is spending $100,000 to build another classroom that will be used as a science laboratory.

Contact: California State Polytechnic University, Pomona

Ed Pierce 714/598-4733

The **Professional Development Center Network** of **Western Kentucky University** is a consortium comprised of the College of Education at Western, 24 public school districts and the parochial schools within these districts. The PDC network conducts needs assessments of personnel and coordinates the development, registration, delivery, and evaluation of staff development experiences for certified district personnel. **The PDCN has become a model for other institutions and has resulted in development of new courses at the university level in such areas as discipline, human motivation, computer-assisted instruction and the gifted child.**

Contact: Western Kentucky University (Bowling Green, Kentucky)

Ted Wilson 502/745-4346

"Partnerships" is an **Emporia State University** program designed to **strengthen relationships of regional universities with public schools.** The program sponsors workshops on critical issues for Kansas educators and conducts multi-phase training institutes that prepare school district leaders in creating effective curricula and reading programs. **The Kansas legislature has continued to support the program and has increased funding for 1985.**

Contact: Emporia State University (Emporia, Kansas)

Paul Kincaid 316/343-1200

Category #4 -- "Building and Sustaining New Strategies for Involving the Entire University in Teacher Preparation Programs and Enhancing the Institutional Climate for Teaching and Learning"

Northern Arizona University's Center for Excellence in Education was established in the spring of 1984 in response to the national and state demand for educational reform in the preparation of school personnel and the need for a network of educational services, field-based programs and meaningful research in education. One of the Center's missions is to **operate as a "university without walls" in providing program to Arizona's school districts and rural communities. Identifying, recruiting, providing, and maintaining high-quality people as educators are goals of a recent long-range proposal, called Frontiers in Educational Leadership, now before the Arizona legislature for funding approval.**

Contact: Northern Arizona University (Flagstaff, Arizona)

Mike Slinker 602/523-2282

Category #5 -- "Creating New Strategies for Ensuring the Quality of Education Graduates"

"The **Teacher Induction Program** at the **University of Wisconsin-Whitewater is recognized by the Educational Testing Service as one of the 20 exemplary programs in the nation designed to assist the beginning teacher.** The program assists and supports beginning teachers the entire initial year of teaching through a team of professionals from the local school and university.

Contact: University of Wisconsin-Whitewater

Dale Reich 414/472-1193

A **"Quality Assurance Program: Warranty of First-Year Teachers,"** developed by **Oregon State University and Western Oregon State College's** School of Education, warrants or guarantees all graduates during their first year of teaching. If it is determined that a first-year teacher is not performing satisfactorily, a program of assistance is developed jointly by the teacher's school and the OSU School of Education, which includes additional education courses and other support services free of charge to the teacher's school. **The warranty program, the first established in the country, has received extensive national attention and is now used by at least five colleges. In January, 1985, legislation was introduced in the House of Representatives that calls for a national warranty based on the OSU model.**

Contact: Western Oregon State College (Monmouth, Oregon)

Judy Niesslin 503/838-1220

A **Teacher Evaluation Model** developed by **Tennessee Technological University** is a longitudinal model for systematically gathering data on and evaluating teacher education programs and the competence of the program's graduates, once they begin their professional teaching career. **Fifty or more colleges have adopted the entire model or parts of it, and numerous inquiries from foreign countries have been made.**

Contact: Tennessee Technological University (Cookville, Tennessee)

Joe Farris 615/528-3214

Grambling State University's "Improving Test Performance: A Program Model" designed to address the problem of the high number of the university's students failing the National Teacher Examination. New curricula, new tests, stricter admission standards and new remedial services were established. **Results of the program show that 85 percent of students passes the NTE and the number of teachers certified has increased. Five other universities are now in the process of adopting all or parts of the program model.**

Contact: Grambling State University (Grambling, Louisiana)

Ernest Miles 318/274-3811

Category #6 -- "Initiating Innovative Applied Research Projects in Education Disseminating the Findings to Schools and Other Campuses"

The **Metcalf Project** of **Illinois State University** is a collaborative effort between teachers and researchers designed to develop instructional procedures that will enhance reading comprehension and writing skills of students. **The goal is to integrate theory and practice through the teachers' implementation of research findings on reading and writing.**

Contact: Illinois State University (Normal, Illinois)

Richard Godfrey 309/438-2111

Teaching students how to predict events in history from general concepts about a particular subject - for example, a revolution - is the focus of an applied research project by **California State University, Fullerton.** The project teachers students how to be able to spontaneously generalize and hypothesize by using graphic organizers. In a graphic organizer, general properties or concepts about a subject are displayed on a chart with historical background on the left, major events or key figures in the middle, and results of the event on the right. An "options guide" is then used to weigh the plausibility of various actions or consequences. **As shown by tests, the organizer and guide significantly develops critical thinking skills in students using this study aid. The project's title is "Teaching Students How to Make Predictions about History with a Graphic Organizer plus Prediction Guide."**

Contact: California State University, Fullerton

Judy Mandel 714/773-2414

The **Staff Development for School Improvement Program** of **Eastern Michigan University** is a collaborative effort among university staff, school district personnel, school staffs and Michigan Department of Education staff that involves shared decision-making within the actual school building setting. The program focuses on teachers' ability to solve critical professional problems in their buildings, and has significantly improved all types and sizes of schools. **The program's six-step model has received national attention and is now conducted throughout the state's school districts.**

Contact: Eastern Michigan University (Ypsilanti, Michigan)

Kathleen Tinney 313/487-4400

Category #7 -- "Discovering New Ways of Training Teachers to Deal with Disadvantaged Youth"

The **National Rural Development Institute** of **Western Washington University** has developed a series of 10 preservice curriculum modules to train educators to work with a doubly disadvantaged population - rural students with disabilities. **The program is now being used by university training programs across the country.** It is estimated that a minimum of 17,500 preservice students in universities and colleges across the United States will be exposed to the curricula, and in turn, that these graduates will impact the lives of a minimum of 175,000 rural students.

Contact: Western Washington University (Bellingham, Washington)

Chris Goldsmith 206/676-3350

The **University of Alaska's "Cross-Cultural Orientation Program"** is a nine-credit, year-long orientation tailored to the needs of rural Alaskan educators who teach native youth in remote village settings that are undergoing rapid political, economic, social and educational change. **The program is an attempt to address the severe problems of teacher attrition in Alaska and culture shock faced by new teachers and administrators.** The state's Department of Education views the program as being **extremely successful in its mission.** A research report on the program indicated that **participants have a lower attrition rate than non-participants.**

Contact: University of Alaska, Fairbanks

Karen Cedco 907/474-7581

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